

TO WHAT EXTENT TAXONOMY ENGLISH LANGUAGE TEACHING APPLIED BY THE LECTURERS IN TEACHING READING

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Abstract

The objective of this research is to find out the teaching techniques used by lecturers in reading II at the second semester of English Department of Muhammadiyah University of Kendari academic year 2013/2014. This study used 4 different lecturers who taught in four different classes. The data were gathered through observation, note taking, interviewing, and videotaping. These gathered data were analyzed based Miles and Huberman (1984). The result of the study showed that lecturers mostly used three techniques: controlled, semi-controlled, and free. However, the most prevalent technique used by the lecturers is controlled techniques, and then followed by semi-controlled and free technique respectively. This study revealed two conflicting results. Firstly, most of lecturers who have been the subject of this study believed that controlled technique worked much better compared to semi-controlled and free technique in improving students' reading comprehension. Secondly, what lecturers believed about their favored teaching technique does not in line with students' good reading comprehension.

Keywords: Lecturers' technique, Teaching Reading

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui aspek aspek dari taxonomy English language teaching yang digunakan oleh dosen pada saat mengajar matakuliah reading II pada semester II Jurusan Bahasa Inggris Universitas Muhammadiyah Kendari tahun ajaran 2013/2014. Penelitian ini menggunakan 4 dosen yang berbeda yang diajarkan di empat kelas yang berbeda. Data dikumpulkan melalui observasi, pencatatan, wawancara, dan rekaman video. Data ini dikumpulkan dan kemudian dianalisis berdasarkan Miles dan Huberman (1984). Hasil penelitian menunjukkan bahwa dosen menggunakan tiga teknik: control, semi control, dan free control. Namun, teknik yang paling umum digunakan oleh dosen dikendalikan teknik, dan kemudian diikuti dengan teknik semi-dikontrol dan bebas masing-masing. Penelitian ini mengungkapkan dua hasil yang bertentangan. Pertama, sebagian besar dosen yang telah menjadi subyek penelitian ini percaya bahwa teknik terkontrol bekerja jauh lebih baik dibandingkan dengan teknik semi-dikontrol dan bebas dalam meningkatkan pemahaman membaca siswa. Kedua, apa yang dosen percaya tentang teknik pengajaran favorit mereka tidak sejalan dengan baik pemahaman bacaan siswa.

Kata Kunci: Teknik Dosen, Mengajar Membaca

A. Introduction

This research was undertaken at the University of Muhammadiyah Kendari. The cornerstone of this research was the overwhelming problem of the students in using the 4 macro and micro skills of English in their day to day communication did not seem show the level of their education.

Looking at this condition, then there should be a rigorous attempt to solve this. One of the ways to deal with this problem is reevaluate the process of teaching reading in the class. In many second or foreign language teaching situations, reading receives a special focus. There are a number of reasons for this. First, many foreign language students often have reading as one of their most important goals. This is because reading provides both linguistics knowledge (grammar and vocabulary, and the like) and general knowledge, such as educational, social, cultural, and political issues.

General views, in fact, believe that written texts serve various pedagogical purposes which may help the reader to obtain the needed information. In relation to enhancing linguistics competence, written text can improve the process of language acquisition. Written text exhibits different use of grammar, vocabulary, idioms and sentence expressions which can help the readers to understand how to parse the sentences in real life communication, not in the context free explanation.

With regard to how English, particularly reading is used and taught at most schools and universities in Kendari, particularly at University of Muhammadiyah Kendari, it is still uncertain. This may mean that most of students who have been very much exposed with reading have not got fundamental benefit from it. For example, those students who have been taught reading in their English class still find it difficult to produce spoken and written communication. The students mostly argued that they have very poor grammar and poor range of vocabulary. In addition, the students said that reading has been a boring activity because reading has been mostly solely used for answering the questions of the passage. Thus, to operate the knowledge and skills of reading in the following skills: listening, writing, and speaking and in comprehending the read text might be hindered. Another major problem will come up and continuously happen and certainly will become a vicious circle in any later language learning process is that the students will not perform better understanding of English. This is because the English that they have acquired in their previous education has not been properly taught.

In response to the existing problem, it is imperative and extremely urgent for any related educational body, such as university to have a survey research to see the real and common techniques and or methods used by the teachers on the regular basis when they are teaching. Many anecdotal

evidences showed that teachers mostly use control technique in the class and very little combination of semi-controlled and free technique. At glance, this might still be considered as a good learning process. However, this way will not encourage the students to use and exploit the knowledge and the skills that they have learned earlier for their day to day communication. In fact, failing combining the three techniques may lead the students to the boredom and laziness to study and it will automatically hamper the learning takes place.

Since the lecturers and or teachers have important role to play in assisting their student to learn in a better way, teachers are encouraged to vary their teaching techniques so it can accommodate students' different learning style. This research aimed at examining the most techniques used by the lecturers in teaching reading and level of the students' reading comprehension at second semester Department of English Language Teaching of Muhammadiyah University of Kendari. The result of this research is expected to uncover the underlying causes of the problem of the teachers of University of Muhammadiyah Kendari when they teach reading in the class as well as provide them feedback to improve their teaching.

This study employs descriptive qualitative method. This aims to describe lecturers' technique in teaching reading at the second semester at Department of English Language Teaching of Muhammadiyah University of Kendari. In this design, the writer simultaneously observed teaching and learning process in reading class. The design was to identify the teaching techniques that were applied by the lecturers in teaching Reading II. The subject of this study was the lecturers in English study program who taught Reading II in five different classes academic year 2013/2014 consisting of 5 lecturers and also the second semester students who took Reading II. The data were collected through observation, semi – structure interview. This data were analyzed through the following: data reduction, data display, and drawing conclusion and verification, suggested by ¹Miles and Huberman (1994).

B. Theoretical Framework

- 1. Instruction in text structure:** *Garner and Bochna (2004); Williams, Hall, and Lauer (2004); Hall, Sabey, and McClellan (2005); Williams, Hall, Lauer, Stafford, DeSisto, and deCani (2005); Paris and Paris (2007)*

¹ Miles, M. B. & Huberman, A. M, *Qualitative data analysis: An expanded sourcebook* (2nd ed.). (USA: SAGE Publications, 19994)

Five studies related to text structure published since the NRP met our criteria. Overall, the results support teaching text structure to young readers to improve their reading comprehension. Such comprehension is necessary for organizing expository information and ultimately making sense of expository texts. ²Garner and Bochna (2004) demonstrated that novice readers were able to transfer knowledge from one literacy activity to another after exposure to instructional strategies that used repeated presentation, explicit explanation, teacher modelling, and questioning. At post-test, the intervention group demonstrated significantly higher listening comprehension than did the comparison group; these students also demonstrated superior comprehension in relation to each of four story elements and displayed metalinguistic awareness of text structure by labeling and giving examples of story structure concepts more frequently. Not only did students transfer story grammar knowledge and use it successfully in a different context from the one in which they gained and practiced it, they transferred the knowledge in the context of a more difficult task than the one in which they initially acquired the knowledge.

However, in this instance, the success of story grammar instruction in supporting listening and reading comprehension was complicated by the lack of students' improvement in story retelling. It may be that text structure knowledge serves a specific purpose and may support the formation of an enduring situational model rather than a text base. Knowledge of text structure may promote long-term organization, retention, and retrieval rather than facilitating the immediate and temporary formation of a mental representation depicting a text's progression. ³Williams, Hall, and Lauer (2004) found that text structure, content familiarity, and reading comprehension ability affect student performance. To determine whether instruction in text structure helps second-grade students improve their comprehension of compare and contrast expository text, the authors randomly assigned students to one of two text conditions: narrative sequence or text structure sequence. A third group of students served as a control. Students who received text structure instruction achieved significantly higher scores in recalling and identifying clue words and generating oral and written sentences than did students in the two other groups. There was no difference among the groups in recalling three

²Garner, J., & Bochna, C, *Transfer of a listening comprehension strategy to independent reading in first-grade students. Early Childhood Education Journal*, 32(2), (ERIC Document Reproduction Service No. EJ732268, 2004, October 1), 69-74.

³ Williams, J., Hall, K., & Lauer, K, *Teaching expository text structure to young at-risk learners: Building the basics of comprehension instruction. Exceptionality*, 12(3), (ERIC Document Reproduction Service No. EJ682909, 2004, September 1), 129-144.

compare and contrast questions. Nor was there a difference among groups in students' proficiency in the use of a graphic organizer (all achieved relatively high scores), suggesting second graders' familiarity with the strategy. In a related study, second graders of both low and high comprehension ability were found to be sensitive to expository text structure and could benefit from instruction in text structure ⁴(Williams, et al. 2004, 2005). Similar findings by ⁵Hall, Sabey, and McClellan (2005) suggest that teaching text structure is an effective strategy for promoting expository text comprehension by second-grade students. Hall and colleagues found that students who received text structure training were able to use two expository text comprehension strategies effectively: that is, they gained a conceptual understanding of compare and contrast and produced better-structured summaries than did students who received content-only instruction or no instruction. An intervention based on instruction in text structure studied by ⁶Williams, Hall, Lauer, Stafford, DeSisto, and deCani (2005) improved students' abilities to comprehend compare and contrast texts. Students who received the intervention also demonstrated transfer to uninstructed compare and contrast texts: they not only learned what they were taught but were also able to transfer that knowledge for use with new content. The study by ⁷Paris and Paris (2007) demonstrates that comprehension by first graders, even by students who cannot decode well, can be promoted through explicit instruction in reading strategies and text structure. They found that instruction in narrative thinking benefited students' comprehension of narratives in the picture-viewing modality as well as narrative meaning-making in listening comprehension and oral production modalities. That is, students participating in the experimental group showed better understanding of explicit pictorial information and were more able to make conclusions about implicit pictorial information. They also improved in listening comprehension and recall of main narrative elements, in recall of

⁴ Williams, J., Hall, K., Lauer, K., Stafford, K., DeSisto, L., & deCani, J, *Expository text comprehension in the primary grade classroom. Journal of Educational Psychology*, 97(4), (ERIC Document Reproduction Service No. EJ734291, 2005, November 1). 538-550.

⁵ Hall, K., Sabey, B., & McClellan, M, *Expository text comprehension: Helping primary-grade teachers use expository texts to full advantage. Reading Psychology: An International Quarterly*, 26(3), (ERIC Document Reproduction Service No. EJ692264, 2005, July 1), 211-234.

⁶Williams, J., Hall, K., Lauer, K., Stafford, K., DeSisto, L., & deCani, J. *Expository...*, h. 7

⁷ Paris, A., & Paris, S, *Teaching narrative comprehension strategies to first graders. Cognition and Instruction*, 25(1), (ERIC Document Reproduction Service No. EJ780874, 2007, January 1), 1-44.

main story elements, and were more able to ascribe dialogue to characters. From pre- to post-test, students in the experimental group showed improvements in recall, in the ability to organize main story elements, in understanding explicit pictorial information, and in making more accurate inferences about implicit pictorial information. For most of these variables, the students in the experimental groups had lower scores at pre-test and caught up and even surpassed the comparison students at post-test.

Thus, comprehension instruction that minimizes decoding demands can provide direct benefits to students before and as they learn to read. The Paris and Paris study showed the benefits of direct comprehension instruction for young students with both high and low decoding skills. Teachers should design beginning reading practices that foster narrative thinking skills for all students, regardless of ability. Taken together, these findings suggest that awareness of text structure appears to improve students' comprehension of expository texts. They also suggest that young students experience greater difficulty with unstructured text and need appropriate and extensive exposure to expository texts with frequent opportunities to employ comprehension strategies. Introducing expository text in the elementary grades would thus be useful. If texts are to be used in content areas, it might be beneficial to present them first in a narrative structure, which the young readers found easier to understand. Although students comprehended texts about familiar events better than texts about unfamiliar events, structured text effectively benefits comprehension of both familiar and unfamiliar content. Findings also indicate that training in a single text structure does not improve students' ability to handle another text structure⁸ (Williams, et al. 2005); therefore it may be necessary to provide explicit instruction on each individual structure. Although there is some concern that stressing reading comprehension may minimize focus on educational content, this study shows that, controlling for the amount of instructional time, students can acquire as much content when instruction includes text structure as when it does not. This finding encourages instruction that is designed to combine content and comprehension goals.

2. **At-risk learners:** *Laing and Kamhi (2002); Linan-Thompson and Hickman-Davis (2002); Berninger, Vermeulen, Abbott, McCutchen, Cotton, Cude, Dorn, and Sharon (2003); Vaughn, Linan-Thompson, Kouzekanani, Bryant, Dickson, and Blozis (2003); Burns, Dean and Foley (2004); Otaiba, Schatschneider, and Silverman (2005);*

⁸ Williams, J., Hall, K., Lauer, K., Stafford, K., DeSisto, L., & deCani, J, *Expository...*, h. 7

Schacter and Jo (2005); Cain and Oakhill (2006); Berninger, Abbott, Vermeulen, and Fulton (2006)

The largest number (nine) of the studies identified for inclusion in this synthesis were related to working with at-risk readers or students already identified as having reading difficulties. ⁹Berninger, et al. (2003) studied the effectiveness of three instructional approaches in supplementing the core reading program: (a) word recognition training, (b) reading comprehension training, and (c) combined word recognition and reading comprehension training. They found that (c), combined word recognition and reading training, and (b), reading comprehension training, increased struggling second-grade readers' phonological decoding skills significantly more than did (a), word recognition training or the control condition. Results for the comprehension-only treatment were not significantly different from those for the treated control. In an extension study, students who received supplemental instruction including word recognition training, reading comprehension training or both improved significantly more in phonological decoding and reading real words than did those in the core program alone. Furthermore, the combined word recognition and reading comprehension treatments, for which instruction was explicit, had the highest effect sizes for both pseudo-word and real-word reading. ¹⁰Schacter and Jo (2005) evaluated the impact of a research-based summer reading day-camp intervention on the reading performance of students from economically disadvantaged backgrounds. Students participated in two hours of daily reading instruction and spent the remainder of the day on summer camp activities. The intervention was conducted for seven weeks, five days per week. This studies demonstrated increases in summer camp participants' reading comprehension, a noteworthy finding given that research has consistently shown that students from economically disadvantaged homes lose reading skills. However, the benefit diminished over time. ¹¹Berninger, Abbott, Vermeulen, and Fulton (2006) investigated issues related to improving reading comprehension in second graders who

⁹ Berninger, V., Vermeulen, K., Abbott, R., McCutchen, D., Cotton, S., Cude, J., et al., *Comparison of three approaches to supplementary reading instruction for low-achieving second-grade readers. Language, Speech, & Hearing Services in Schools*, 34(2), (ERIC Document Reproduction Service No. EJ667920, 2003, April), 101.

¹⁰ Schacter, J., & Jo, B, *Learning when school is not in session: A reading summer day-camp intervention to improve the achievement of exiting first-grade students who are economically disadvantaged. Journal of Research in Reading*, 28(2), (ERIC Document Reproduction Service No. EJ718458, 2005, May 1), 158-169.

¹¹ Berninger, V., Vermeulen, K., Abbott, R., McCutchen, D., Cotton, S., Cude, J., et al., *Comparison...*, h. 10.

experienced problems in learning to read words. Students in the intervention group participated in a “reading club” held before or after school. This supplemental instruction was in addition to the reading program provided during the school day to students in both the intervention group and the control group. Students in both the intervention and control groups improved significantly in reading comprehension. However, when statistical controls for pretreatment differences in oral vocabulary knowledge were introduced, statistical effects for improved reading comprehension disappeared. This finding suggests that individual differences in oral vocabulary could interfere directly with students’ development of either word reading or reading comprehension and may influence whether and how students respond to reading comprehension instruction. Results for individual differences and for instruction both support a model in which sequential steps in learning written language could contribute to developing reading comprehension.

¹²Burns, Dean, and Foley (2004) studied the effects of teaching unknown key words as a preteaching strategy with 20 students identified as learning disabled in basic reading skills and reading comprehension. The mean number of comprehension questions answered correctly increased by 2.4, which was statistically significant. An effect size (ES) estimate was also computed using Cohen’s *d*, which resulted in an ES of 1.76 standard deviation units. This suggests a strong effect, according to Cohen’s classification of .20 as small, .50 as medium, and .80 or larger as large. All of the students exhibited positive gains, again a significantly reliable finding, as determined by the Wilcoxon Signed Ranks test.

¹³Cain and Oakhill (2006) studied the consistency of students’ skill impairment to identify fundamental skill weaknesses that might be associated with poor text comprehension. Results found no evidence for any fundamental skill weaknesses among poor comprehenders. However, poor vocabulary skills were associated with impaired growth in word reading ability, and poor general cognitive ability was associated with impaired growth in comprehension. Although the authors caution against over-generalizing the results of their study because sample sizes were small, it is unlikely that there is a single underlying source of poor comprehension:

¹² Burns, M., Dean, V., & Foley, S, *Preteaching unknown key words with incremental rehearsal to improve reading fluency and comprehension with children identified as reading disabled*. *Journal of School Psychology*, 42(4), (ERIC Document Reproduction Service No. EJ697751, 2004, July 1), 303-314.

¹³ Cain, K., & Oakhill, J, *Profiles of children with specific reading comprehension difficulties*. *British Journal of Educational Psychology*, 76(4), (ERIC Document Reproduction Service No. EJ750374, 2006, December 1), 683-696.

while students with comprehension difficulties are at risk for generally poor educational attainment, weak verbal or cognitive skills appear to affect poor comprehenders' reading development in different ways, and students with poor verbal reasoning skills may be impaired across the wider curriculum. It appears that a student's reading comprehension ability is more complex than the result of cognitive level, verbal ability, or reasoning skills, although these factors clearly play a role. When comprehension problems are identified, careful analysis of other language and cognitive skills should inform the intervention.

¹⁴Laing and Kamhi (2002) examined whether think-aloud procedures would uncover differences in the kinds of inferences generated by average and below-average readers. Students were presented with stories in one of two conditions: think aloud or listen through. In the think aloud condition, students would listen to a story and after each sentence the students were asked to tell what they understood about the story. In the listen through condition, students would listen to the entire story without stopping to answer questions or tell what was happening in the story. Comparing the number and types of inferences produced by average and below-average readers, the authors found that (a) average readers generated significantly more explanatory inferences than below-average readers, and (b) comprehension performance as measured by story recall was significantly better for both groups in the think-aloud condition than in the listen-through condition. More students in the think-aloud condition answered questions correctly than did students in the listen-through condition. The average readers answered significantly more questions correctly than did the below-average readers; their comprehension performance showed a relatively greater improvement in the think-aloud condition than did the improvement shown by the below-average readers. ¹⁵Otaiba, Schatschneider, and Silverman (2005) investigated the effectiveness of an intervention provided by community tutors to kindergarten students at risk for reading difficulties. No differences were uncovered among the groups at pre-test on any of the dependent variables. Results demonstrated significant differences from pre-to post-test on four of the seven dependent measures. Students who received tutoring four days a week showed larger gains than did the control group on WRMT-R Word Identification, Passage Comprehension, and the WRMT-R

¹⁴ Laing, S., & Kamhi, A, *The use of think-aloud protocols to compare inferencing abilities in average and below-average readers. Journal of Learning Disabilities*, 35(5), (ERIC Document Reproduction Service No. EJ653724, 2002, September 1), 436-47.

¹⁵ Otaiba, S., Schatschneider, C., & Silverman, E, *Tutor-assisted intensive learning strategies in kindergarten: How much is enough?. Exceptionality*, 13(4), (ERIC Document Reproduction Service No. EJ722560 ERIC database, 2005, January 1), 195-208.

Basic Reading Schools Cluster measures. Even students who received tutoring twice a week were found to have improved more than the control group on the CTOPP Blending Sounds subtest.

In another study of supplemental reading instruction, ¹⁶Vaughn, et al. (2003) compared the effects of group size (1:1, 1:3, and 1:10) on struggling second-grade readers who received the same supplemental reading intervention. Results showed that groups with teacher-student ratios of 1:1 and 1:3 outperformed the 1:10 groups on passage comprehension. It is noteworthy that no differences in achievement appeared between students taught in groups of three and those taught one-on-one. Similarly, ¹⁷Linan-Thompson and Hickman-Davis (2002) found that most of the English language learners in their study benefited from supplemental reading instruction, although not all students benefited equally. Of students who made less than six months' growth during the three-month intervention on word attack and passage comprehension, seven percent of students in 1:1 supplemental instruction, 20 percent of students in 1:3 supplemental instruction, and 32 percent of students in 1:10 supplemental instruction failed to make minimal gains. Supplemental instruction clearly benefits struggling students. These studies demonstrate the importance of early, intense intervention. Allocations of resources for at-risk students should be examined in all schools. As ¹⁸Otaiba, et al. (2005) demonstrated, community tutors may be a viable option. Grouping size should be also considered; it is clear that teaching students in small groups gives students more opportunities to practice skills and more intense support, leading to increased reading achievement ¹⁹(Otaiba, et al., 2005; Linan-Thompson & Hickman-Davis, 2002). The broader implications are that teaching specific reading strategies in small groups will likely improve comprehension for struggling readers.

¹⁶ Vaughn, S., Linan-Thompson, S., Kouzekanani, K., Bryant, D., Dickson, S., & Blozis, S, *Reading instruction grouping for students with reading difficulties. Remedial and Special Education*, 24(5), (ERIC Document Reproduction Service No. EJ677107, 2003, September 1), 301-15.

¹⁷ Linan-Thompson, S., & Hickman-Davis, P, *Supplemental reading instruction for students at risk for reading disabilities: Improve reading 30 minutes at a time. Learning Disabilities: Research & Practice*, 17(4), (ERIC Document Reproduction Service No. EJ655543, 2002, January 1), 242-51.

¹⁸ Otaiba, S., Schatschneider, C., & Silverman, E, *Tutor-assisted...*, h. 12.

¹⁹ Otaiba, S., Schatschneider, C., & Silverman, E, *Tutor-assisted...*, h. 12.

Taxonomy of Language Teaching Techniques

Taxonomy of language teaching techniques is a categorization of various teaching techniques that used in teaching English covering four main skills; reading, listening, speaking, and writing. ²⁰Celce-Murcia (1991) establishes the concept of taxonomy of language teaching technique. The concept incorporates classification of type of activity that enables lecturers to pick out the sequential activity within a lesson.

Another theory of language learning is based on behaviourism which explains that language learning is essentially the formation of good language habits through repeated reinforcement. In its popularized form, audiolingualism, the three stages of learning are called presentation, practice, and production (PPP). The three-step PPP process is aimed at developing automatic habits largely through classroom processes of modeling, repetition, and controlled practice ²¹(Thornbury, 2006).

Regarding with teaching reading, ²²Medina (2008) divides the process into three stages. They are pre-reading activities, while or whilst-reading activities, and post-reading activities. Pre-reading activities are intended to prepare the students for a reading selection, or to give them the first step in order to develop skills in anticipation and prediction for the reading, activating background knowledge so they could later interact with the text. With this stage, lecturers give students meaningful pieces of information that they would encounter in the reading.

While-reading activities aim to help students to understand the specific content and to perceive the rhetorical structure of the text. In this stage lecturers take the students through reading and they interact with the text. The last is post-reading activities which are intended to verify and expand the knowledge acquired in the reading. These last stages also lead the learners to discuss and analyze issues presented in the reading.

Brown ²³(2001) classifies the taxonomy into three broad categories: controlled technique, semi-controlled technique, and free technique. Lecturers have a dominant control in controlled technique. In free technique, lecturers are usually put into a less controlled role here, as students become

²⁰ Celce-Murcia, M, *Teaching English as a second or foreign language* (3rd ed), (USA: Heinle & Heinle, 1991).

²¹Thornbury, S, *How to teach speaking*, (London: Pearson Longman Ltd, 2006).

²²Medina, S. L, *The internet TESL journal: A guide to teaching reading explained using a lesson about coffee*, retrieved on 10 March, 2013, from itslj.org/Techique/Medina-Coffee.html, 2008.

²³Brown, D. H, *Teaching by principle: An interactive approach to language pedagogy*, (2nd ed.), (San Francisco: Addison Wesley Longman Inc, 2001).

free to be creative with their responses and interactions with other students. Semi controlled technique is the combination of the both categories.

Furthermore, he gives a few generalizations that differentiate “controlled” and “free”. The “controlled” is lecturer-centered, manipulative, structured, predicted student responses, pre-planned objective, and set curriculum. The “free” is student-centered, communicative, open-ended, unpredicted responses, negotiated objective, and cooperative curriculum²⁴(Brown, 2001). The taxonomy of language teaching techniques is as the following: Controlled, semis controlled and free techniques.

Finding and Discussion

A. Findings from classroom observation

Class A

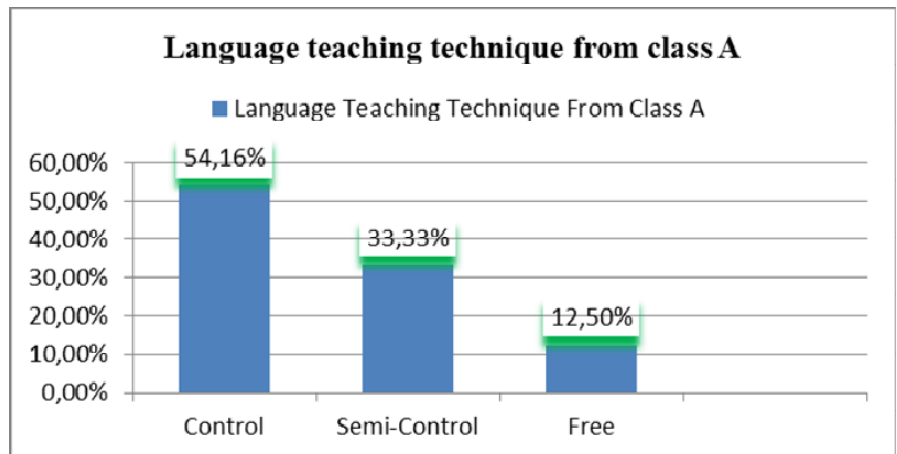


Chart 1. Summary of techniques used in class A

Class B

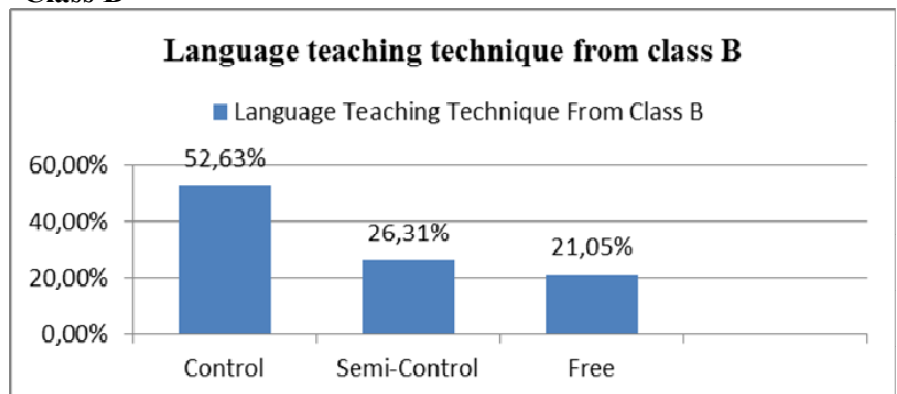


Chart 2. Summary of techniques used in class B

²⁴Brown, D. H, *Teaching...*, h. 14.

Class C

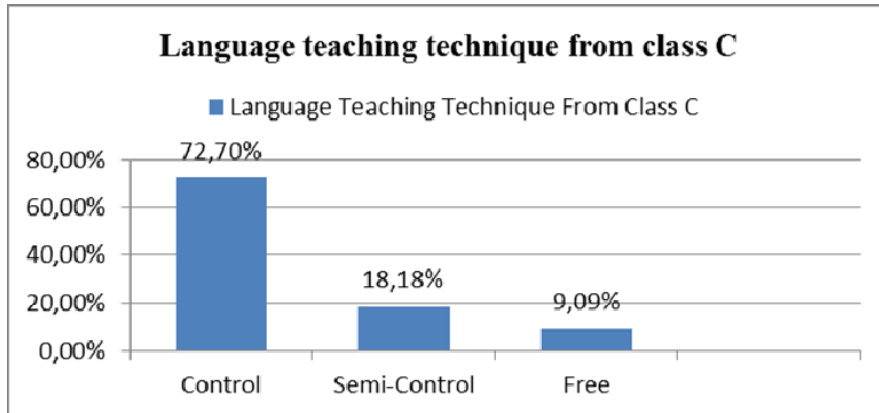


Chart 3. Summary of techniques used in class C

Class D

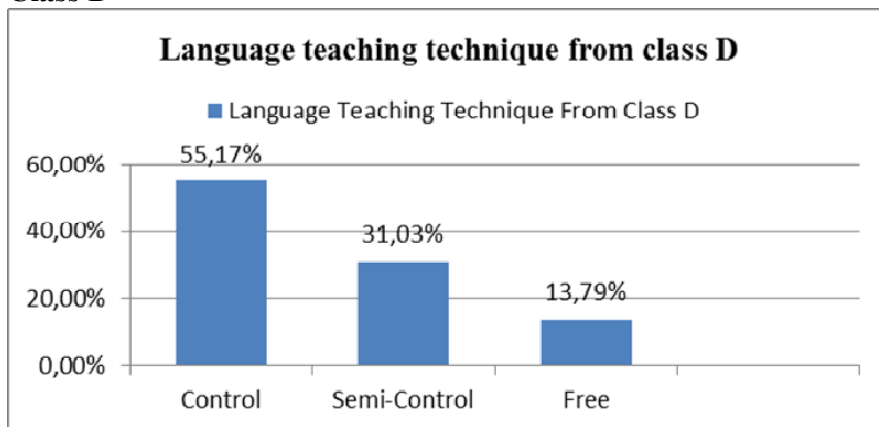


Chart 4. Summary of techniques used in class D

B. Finding from interview

1. Lecturer A (Thursday, 26 June 2014, 09.00 a.m.)

In the beginning of the lesson, Lecturer A mentioned the topic in order to give an image to students regarding lesson topic. She used horseshoe position in seating. Horseshoe position made her felt comfortable and she could easily watch students' activity. Discussion was observed in her class. She hoped that discussion would help students to interact with their friend. All students would be active. They would help each others. During the lesson process, she gave preparation time which enabled students to perform better for the next activity. She watched students' activity and gave

feedback. By providing feedback, she expected students would understand more the material. She was not only taught reading but also grammar. She assumed that grammar could help students to understand text better.

Vocabulary enrichment was her concern too. In her opinion, the improvement in vocabulary equaled with the improvement in understanding. Sharing idea was found in the beginning of her class. He wanted to explore what students now about the topic. Based on her experience in Reading II A class, she stated that most of her students were in intermediate level. In addition, Lecturer A testified that semi-controlled technique had the biggest influence toward students' success in reading.

2. Lecturer B (Wednesday, 11 June 2014, 02.00 p.m.)

Lecturer B taught students about kinds of text. He elaborated materials from campus with other sources. His method was students centered. Discussion was a very obvious technique in his class. By this technique, students were expected to be very active in the class. He became a facilitator during the discussion to reflect and correct students' activity in order to achieve learning target.

3. Lecturer C (Friday, 6 June 2014, 08.30 a.m.)

Lecturer C directed students' attention at the start of his class by mentioning the topic. He supposed that topic was the source of inspiration and base of thinking. Review was also found in his class. In his mind, review was important to remind students regarding material in the previous meeting. He explained grammar to assist students' comprehension related text. To further improving students' ability in comprehend a text, he drilled a number of new words. Lack of vocabulary caused difficulty to learn developed science from various sources.

During his class, he often asked students to translate text. He wanted to see students' understanding so that later they could expand their thinking ability and learned more knowledge. Sharing idea was observed in his class. He assumed that sharing idea in the beginning of the lesson could stimulate students' mind concerning the topic that was taught that day. Lecturer C emphasized that students had to become discipline. He hoped that if students became discipline, it would help them in the future, especially in working environment. From his perspective, free technique had the biggest influence in students' success in learning English. Although in the class most of his techniques were controlled one. On the basis of his experience during he taught on the class, Lecturer C thought that intermediate was the level of his students in reading. Only one or two were in advance level.

4. Lecturer D (Friday, 13 June 2014, 08.00 a.m.)

Lecture D managed the seating in his class. Horseshoe position was his choice. In his mind, horseshoe position enabled students to be more focus

and their activity could be controlled easily. Students were asked to sit in pair too, with the intention that they could discuss with their partner. He used “number head together” in order to equalize students’ level in group. He showed a picture in the early of meeting with the purpose of attracting students’ attention to learn. During the learning activity, he gave time space time that enabled students to prepare their selves better for the activity.

During the learning process, Lecturer D went around the class to check whether students did their task or not, they cooperated or not. Storytelling was observed in his class. He thought that storytelling could train students’ speaking ability, their mimic, gesture, and fluency. At the start of the lesson, Lecturer D shared idea related topic to be taught. He wanted to know whether students knew the content of story or the text that would be taught. Drilling word was his concern too. His purpose was to improve students’ vocabulary along with to correct their mispronunciation.

To correct students’ mistake during class activity, Lecturer D provided constructive feedback. He often asked students to form groups so that students could share idea, cooperate, and discuss well. Grammar was integrated in the lesson because grammar could assist students to comprehend text. To cope with students’ boredom, Lecturer D played various games. Students seemed very excited with the game. Reading aloud was found in his class. The lecturer wasted to check students’ pronunciation. He also used a picture in the beginning of first meeting to examine whether students could predict and describe a picture or not.

From his point of view, the majority of students in his reading class were in intermediate level. Only some of them were in advance level. In addition, he stated that free technique had the biggest influence in students’ success in learning process.

C. Discussion

The finding of this study revealed some interesting points in which lecturer seemed to teach appropriately, using different and mix techniques; however they have not affected the students’ reading comprehension well. To reveal this discrepancy, this discussion will present some techniques used by the teachers which have been considered fine in practice but somewhat fail in reality.

First, brainstorming the topic was found in all observed classes. The lectures wanted to direct students’ attention to the taught topic. The lecturer argued that topic was the source of inspiration and base of thinking. So, it is important to be explained in the beginning of the meeting.²⁵ Celce-Murcia

²⁵Celce-Murcia, M, *Teaching...*, h. 14.

(2001) explain that by setting, lecturer can focus students' attention to the lesson.

What makes the brainstorming failed was the students were not engaged to the presentation of the lecturer because it was somewhat monotonous, and this did not help the students to function their critical thinking and link their background knowledge. This, in fact, will result in opposing what ²⁶Celce-Murcia (2001) suggest that brainstorming and or setting will focus students' attention to the lesson, and it might further discourage learners to share acquaintanceship about particular subject throughout the class.

Secondly, organization was done in all classes too. Lecturers conducted classroom management in order to make the learning process successful. ²⁷Scrivener (2005) mentions that the ability of creating and managing class is the most important factor of the success of a course. Lecturers arranged students seating so that both lecturers and students were comfortable, lecturers easily monitored students' activity, and they could discuss with their partner when they were in pair. ²⁸Scrivener (2005) says that horseshoe position enables students to make eye contact with the other students in the group and therefore they can interact more naturally. Additionally he explains that pair work is a condition where one student works with another student in discussing something, checking answer, doing communicative activity ²⁹(Scrivener, 2005).

Such activities might be good on the surface as it was in line with the theory. It was also might be claimed as good class because the students have been paired well. However, looking at closely to what have been done by the lecturers, students were not be able to run the expected discussion and communicative activity well, such as commenting on something, correcting mistakes from their pair as well as providing constructive feedback for their pairs. This was because students did not have enough background knowledge (ideas, vocabulary, and grammar) to the discussed topic. ³⁰Harmer (2007) states that insufficient such background knowledge will not maximize the students' participation in pair work. Harmer, indeed, maintains that students might not work and interact independently.

²⁶ Celce-Murcia, M, *Teaching...*, h. 14.

²⁷ Scrivener, J, *Learning teaching*, (United Kingdom: Macmillan Publisher Limited, 2005).

²⁸ *Ibid*

²⁹ *Ibid*

³⁰ Harmer, J. *The practice of English language teaching*. (3rd ed.), (London: Longman, 2007).

Thirdly, content explanation also had been used by the lecturers in their teaching. This might link to the importance of content explanation which aims to help the students to process the lesson well. However, most of the lecturers' explanation has not been linked appropriately to macro and micro skills of the language. In addition, the explanation of the content mostly just discussed some difficult vocabulary of the text. Such way of teaching according to Richard & Renandya.³¹(2002) may have a serious impact on successful production of spoken and written discourse. Furthermore, most of the lecturers had long explanation which created boredom to the class ³²Scrivener (2005).

In relation to the following items: narrative recitation, reading aloud, checking, question – answer display, drill, translation, review, testing, storytelling, game, discussion, and feedback, the lecturers mostly did them. However, the treatment of such items during the learning process have not been attained the aim of the learning in which raising the students' language competence to the higher level.

To some up, the discussion of the finding of the research has raised some important results that firstly observation of teaching might in line with the suggested theory. Secondly, it is not enough just to apply what has been written in the theory as different context may need different way and approach to teaching.

Conclusion

This study aimed to find out the data of this study are kinds of teaching techniques used by the lecturer during the teaching and learning activities in the classroom. This study investigated the lecturer who taught Reading II at the second semester of Muhammadiyah University of Kendari in academic year 2013/2014.

Based on the findings that presented on the preceding chapter, some results has come out from the study. However, the conclusion cannot be drawn straightforwardly. The writer found that the lecturers used all techniques of teaching reading: controlled, semi-controlled and free technique. From those three techniques, controlled technique was the mostly used technique. Controlled technique is by no doubt the concluding answer.

Based on the overall observations, the writer found that the lessons were enough well-organized. In the beginning of the lesson, the lecturers often shared idea about the topic that going to be learned. It enables

³¹ Richard, J. C. & Renandya, W. A, *Methodology in language teaching: An anthology of current practice*, (New York: Cambridge University Press, 2002).

³² Scrivener, J, *Learning...*, h. 22.

students to have a portrayal of the lesson and draws their prior knowledge. In addition, the lecturers gave students equal participation which meant every student had a chance to show their ability in reading. The interaction among the lecturers and students was quite good. The lecturers also had a sense of humor that might cause the students comfortable and the classroom became fun.

However, it will be significant for the lecturers to develop various teaching techniques that are appropriate for teaching reading. The lecturers still need to explore and try to find various suitable activities in reading class in order to help students enhancing their reading comprehension. On the other hand, the students should realize that they have responsibility for their own language development not their lecturers. They have to possess huge motivation to participate in lesson activities in class so that they can improve their language competence. Additionally, they should have a well preparation before attending the class.

Regarding second semester students' level in reading, the writer examined it by questionnaire, students' interview. It was also supported by classroom observation and lecturers' interview. The writer concluded that the majority of second semester students were in intermediate level.

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